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ABSTRACT

Materials used in conducting a conference workshop on language immersion are presented, including an introductory overview, a guide for observing and analyzing immersion instruction, findings resulting from analysis of the program in question, and the text of a related presentation made at the same conference. The introductory section describes briefly a middle school magnet program in foreign languages (French, German, Spanish) and explains the workshop's purpose as a means for the audience to help analyze the immersion experience and identify effective classroom practices. The second section, a video viewing guide, lists 20 videotapes of classroom instruction (not included here) and provides blank forms for observation of the videotapes. Section 3 summarizes research findings on effective immersion practices and results of analysis of the first 6 years of the program in question and provides definitions for basic terminology of immersion. The final section synthesizes the content of the first and third sections. (MSE)

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Document #1, part 1
— Workshop

ED 364 112

WHAT WORKS IN IMMERSION?

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Nancy Ferguson, M.A. Curriculum Coordinator at Central Middle Magnet School, Kansas City, Missouri

THE ADVOCATES FOR LANGUAGE LEARNING ANNUAL CONFERENCE

KANSAS CITY, MISSOURI

SESSION W-3 - THURSDAY, OCTOBER 21, 1983 - 1:00 TO 4:30 P.M.

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WELCOME to the WHAT WORKS IN IMMERSION? workshop. Our purpose, today, is to offer the participants in this workshop an opportunity to do hands-on analysis of some elements of the methodology of immersion. We will base this task on the experience that the presenters have had of a middle school immersion program. To this end, we have considered important to start our task with a brief look at the Central Middle Magnet School Foreign Language Program.

PART ONE : THE CENTRAL MIDDLE MAGNET IMMERSION EXPERIENCE

The court-mandated desegregation effort of the middle 80's in the school district of Kansas City, Missouri provided the basis for the development of an ambitious magnet program. A very important part of that program was the establishment of a Foreign Language component that included elementary, middle, and high schools. The Central Middle Magnet school was given the task of developing a multi-strand program that would offer *Late Immersion* in its initial years and *Continuation Immersion* thereafter in mathematics, science, and social studies, and a *Non-Immersion* component. Work toward the preparation of this program was done during the 1987-88 school year, and the Kansas City, Missouri Central Middle Magnet School Foreign Language Program opened its doors to 250 children (out of a seating capacity of 320) for the school year of 1988-89.

The Central Middle Magnet School Foreign Language Program houses *three languages*, namely French, German, and Spanish, and *three grades*, i.e. sixth, seventh, and eighth. The challenges of the program include not only the organizational structure for the various strands and language levels, but also the recruitment of both students and teachers for such a variety of offerings, and the actual scheduling of classes with such a limited number of students.

Chief among the concerns defined as to the Central Middle program priorities have been the *curricular and methodological* considerations. Within these concerns, planning of the immersion component and its relationship with the non-immersion strand was considered of capital importance for the success of the program. Three teaching dimensions thus emerged that shaped the curricular and methodological thinking: *Immersion, Target Language, and Infusion.* Immersion Teaching --or, simply *Immersion*-- refers to the teaching of a discipline in the target language. *Target Language* refers to the teaching of French, German, or Spanish as such. *Infusion* refers to the ancillary, yet very important contribution that teachers of non-immersion disciplines make to the general thrust of the program by strengthening historical, geographical, and cultural elements pertaining to the three target languages.

In addition to the regular curricular elements of the program, *para-curricular* events have also been an integral and important part of the program. These include activities such as Exchange City in the target languages; the Language Olympics (conducted in the target languages for their most part); foreign language contests; fairs and similar

activities where the second language is the vehicle of communication; and carefully planned and conducted in-town and out-of-town field trips.

Finally, a suitable *atmosphere* has been created around the school site inasmuch as the sharing of the building with another theme has permitted it. Posters, modeling of language use by adults, decorations, and cultural events all aimed at strengthening both language and culture have been a part of the program since its inception. Immersion, Target Language Teaching, Infusion, and the efforts in paracurricular and overall atmosphere activity all work in a coordinated way to provide the students with high amounts of language and cultural *input*. Our workshop today focuses on one aspect of the overall program, namely Immersion. In particular, we would like to concentrate on exploring possible answers to the question: What works in Immersion?

PART TWO : DOCUMENTATION SOURCES

In trying to answer the question "What Works in Immersion" from our experience at Central Middle Magnet, *three sources* were consulted and their results combined to ascertain trends in the teacher's methodology and the teacher's choice of specific topics for a lesson:

1) Oral and written teacher reports on different aspects of classroom activity;

2) cumulative supervisory and non-supervisory observations;

3) videotapes of immersion classes.

This workshop intends to illustrate some of the trends that have been detected in the Central Middle Immersion teachers' experience in the classroom, in teaching mathematics, science, or social studies in French, German, or Spanish. Some preliminary results of this inquiry will be presented in the last part of the workshop, but prior to that we would like to concentrate on an analysis by you, the workshop participants, of selected video documents . Our aim for this exercise is to offer you a shared opportunity to analyze and discuss first-hand materials from which elements of appropriate topic selection and teaching methodology can be drawn. We feel that your input is as least as important as ours in the inquiry for what works in Immersion and we would like to not only spend our time today in actually doing the exercise, but also to incorporate the results of your analysis in a final document to be produced before the conclusion of this conference. We will try our best to reproduce the results of today's workshop in time for our summary presentation of the workshop during the latter part of the conference.

PART THREE : ANALYSIS AND DISCUSSION

The following is our **schedule** for today's workshop:

1:00 - 1:20 Introduction to the workshop by workshop coordinators

1:20 - 1:30 Get organized in three groups by language of interest: French, German, or Spanish. Select group facilitator and note-taker

1:30 - 1:50 Viewing of first section of Immersion tapes

1:50 - 2:10 Group Discussion : Analysis of Immersion tapes

2:10 - 2:20 Recess

2:20 - 2:40 Viewing of second section of Immersion tapes

2:40 - 3:00 Group Discussion : Analysis de Immersion tapes

3:00 - 3:30 General Assembly : Presentation and discussion of group results

3:30 - 4:00 Presentation of results by workshop coordinators

4:00 - 4:30 Review of day's work and round-table discussion

VIDEO VIEWING GUIDE

FRENCH

1. Tape French 1, third segment (Reynolds–Social Studies)
2. Tape French 2, first segment (Polomi–Mathematics)
3. Tape French 3, first segment (Gipson–Home Economics)
4. Tape French 2, second segment (Pryor–Social Studies)
5. Tape French 4, first segment (Gipson–Music)
6. Tape French 2, third segment (Pryor–French)

GERMAN

1. Tape German 1, first segment (Fladung–Social Studies: Missouri)
2. Tape German 2, first segment (Baake–Science: Cells)
3. Tape German 2, second segment (Reinholz–Mathematics)
4. Tape German 3, first segment (Karbaumer–German Language)

SPANISH

1. Tape Spanish 1, first segment (Belaustegui–Industrial Arts: Kite)

2. Tape Spanish 2, first segment (Zulnaga–Science: El Microscopio 1)
3. " second segment " : Magnet
4. " third segment " : La Flor
5. " fourth segment " : La Celula 1
6. " fifth segment " : Liquido o Gas

7. Tape Spanish 3, first segment (Zulnaga–Science: Microscopio 2
8. " second segment " : Celula 2
9. " third segment " : Huevo
10. " fourth segment " : Nucleo

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WHAT WORKS IN IMMERSION
VIDEO ANALYSIS GUIDE

VIDEO

* This segment is in the following immersion language: Fr___ Ger___ Sp___
* The teaching discipline is: Math___ Science___ Social Studies___ Other___

COMMENTS

01. Handling of language skills (listening; speaking; reading; writing; culture) : _____

02. Teacher-pupil relationship: _____

03. General teaching skills displayed: _____

04. Second language teaching skills displayed: _____

05. Planning and organization of lesson content: _____

06. Motivation techniques employed: _____

07. Use of realia or other teaching aids: _____

08. Other comments and observations: _____

Exhibit 05 - Trinino/Ferguson - ALL/93 - KCMO

WHAT WORKS IN IMMERSION
VIDEO ANALYSIS GUIDE

VIDEO

* This segment is in the following immersion language: Fr___ Ger___ Sp___
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COMMENTS

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WHAT WORKS IN IMMERSION
VIDEO ANALYSIS GUIDE

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Exhibit 05 - Trimino/Ferguson - ALL/93 - KCMO

WHAT WORKS IN IMMERSION
VIDEO ANALYSIS GUIDE

VIDEO

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COMMENTS

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07. Use of realia or other teaching aids: _____

08. Other comments and observations: _____

PART THREE : **WHAT WORKS IN IMMERSION?** - A SUMMARY OF FINDINGS

Relatively little has been written on teaching methodology in Immersion. On the other hand, perhaps the simplest, yet the most important element in immersion teaching is the same as any good teaching. We could, thus, say that *"all rules apply"*. Whether we talk about principles of unit and lesson planning, motivating the student, fostering retention, or student evaluation, plain good teaching is the most important element in immersion teaching as well. Nevertheless, good teaching may not be enough to succeed in second language immersion education --or in second language teaching in general, for that matter. Practice should also take *elements from second language teaching* and use these two sources of pedagogical information --general good teaching and techniques that are specific to language acquisition teaching-- in conjunction with very *specific skills developed for the teaching of content in a second language*. The latter are the object of our inquiry today --indeed one that aspires to just begin a more in-depth quest. An example of methodological suggestions for effective second language teaching is available from the National Association of District Supervisors of Foreign Languages (see Exhibit 04).

Specific discussions about Immersion methodology can be found mostly in articles and direct information events such as this workshop. By way of example, "Le Journal de l'Immersion", published in Canada, is a periodical that offers experience and research-based pedagogical commentary. The following are some notes from Roger Lalonde in the November'87 issue:

01. Practice interactive and experiential teaching, which is vastly more effective than a delivery based on "enseignement magistral" (i.e. lecture). (Page 7)

02. Give particular attention to the following general principles of second language teaching:

- Input, i.e. use of frequent and rich transaction of meaning
- Interaction, i.e. giving the student as frequent an opportunity as possible for communication
- Integration, i.e. coming together of both the element of the "second language language arts", and of the different disciplines of the curriculum

03. Recognize and follow the the path of development of the language skills --i.e. listening, speaking, reading, and writing (plus culture)

04. Possess and apply a clear understanding of the methodology for error correction (such as the avoidance of an "all-out" correction strategy that seeks to correct errors whenever they appear, regardless of type and timing)

05. Use a judicious introduction of grammar in the program --one that responds to the needs of the particular students it is intended to help

06. Use of higher-order thinking questions and exercises in much the same way as in any other discipline but keeping in mind the level of language development of the student

From other sources --in the form of notes taken "here and there"-- the following are suggestions that seem to apply to any immersion situation:

01. Communication (understood as exchange of information/meaning) motivates all language use and therefore acquisition

02. Natural use of real language

03. Language is a tool of instruction as well as the object of instruction

04. Subject content is taught in the target language

05. The sequence of grammar instruction follows the developmental sequence of the elementary school language arts curriculum, or may be dictated by communication needs

06. In the early stages of acquisition of the language error correction is minimal and focuses on errors of meaning --not error in form. Later on, corrections will acquire a more formal structure

07. Use of the native language is kept clearly separated from the target language

08. Reading instruction begins with previously mastered oral language

09. Literacy skills are transferred from the language in which they first learned and into the next language or languages

10. Culture is an integral component of language acquisition

11. Second language atmosphere permeates classroom and school

12. The creation of an non-threatening atmosphere in order to foster student participation in spite of shortcomings in language acquisition is paramount to an Immersion program

Finally, from an analysis of six years of Immersion education at Central Middle Magnet School, the following are some trends that seem to have emerged from successful Immersion teaching:

01. Teachers make good use of contextual clues: i.e. gestures, facial expressions, body language, manipulatives, visuals, props, realia

02. Teachers provide hands-on experience whenever possible. In the absence of real hands-on possibilities, TPR is successfully used

03. Teachers use linguistic modifications whenever necessary (yet, a rich input atmosphere is kept intact):

. Controlled standardized vocabulary

. Controlled sentence length and complexity

. Clear enunciation

. Restatements/expansions/repetitions (in same, or different ways)

04. Teachers accelerate student communication by using functional chunks of language in their teaching

05. Teachers constantly monitor student comprehension

06. Teachers make general language skills --including reading-- important. Yet, their focus continues to be the discipline at hand

07. Teachers draw some classroom techniques from elementary school methodology

08. Teachers follow general methodology of good second language instruction

09. Teachers communicate and plan together with second language teachers, other Immersion teachers, and Infusion colleagues in an interdisciplinary way

10. Teachers refrain from using the student's first language to explain difficult concepts or to drive other specific points across

11. Teachers use a combination of oral teaching in the second language, plus various degrees of study --review, homework, classroom exercises-- in either the second or the first languages

12. Teachers plan classroom exercises in the second language that:

a) concentrate on specific concepts;

b) keep the language simple and, especially, consistent with vocabulary and expressions used orally by the teacher;

c) are accompanied by drawings and other illustrations that help in concept clarification;

d) use task analysis to break down lesson content into small manageable steps

13. Teachers pay close attention to the specific levels of second language development in order to adapt oral and written language to those levels

14. Teachers demonstrate confidence in the student's capability and diminish the importance of apparent lack of second language ability whenever enough previous language exposure can be documented. This confidence is communicated to the student --seldom in words and often in actions

15. Teachers prefer homogeneous groups --i.e. groups that have had roughly the same amount of language exposure-- as they seem to be more likely to succeed. Yet, teachers accept that differences of less than 1,000 (and, particularly, less than 500) hours of language exposure are quite possible to overcome with some individual attention to the slower students

16. Teachers know and apply general rules of good teaching, including, in particular, unit and lesson planning that is specific to Immersion, group control techniques, effective lesson delivery, and high levels of motivation

17. Teachers conduct incidental vocabulary reviews as appropriate to the lesson at hand

18. Teachers use formulaic expressions and take advantage of appropriate situations to carry out everyday conversation

CLOSING COMMENTS

This workshop has focused on WHAT SEEMS TO WORK IN SECOND LANGUAGE IMMERSION EDUCATION. The basis for our discussion was what has been recognized by staff and administration at the Central Middle Magnet school of Kansas City, Missouri, as GOOD IMMERSION TEACHING. The conclusions arrived at by the presenters are acknowledged as POINTERS IN THE DIRECTION OF LEARNING MORE ABOUT IMMERSION EDUCATION METHODOLOGY.

YOUR PARTICIPATION in the workshop, and YOUR OWN CONCLUSIONS based on your analysis of selected segments of video will be considered as an IMPORTANT ADDITION to the notes of the presenters! With your authorization, your comments and suggestions will be incorporated to the presenters' own conclusions and distributed to interested conference participants at a later session.

Thank you for your participation!

SOME BASIC DEFINITIONS

IMMERSION : The teaching of content in a second language. Mathematics, science, and social studies have been generally recognized as the prime immersion subjects. Yet, any subject can be advantageously comprised in the immersion curriculum.

LATE IMMERSION : Immersion started later than the third grade.

CONTINUATION IMMERSION : An immersion program that takes students who have been previously immersed --particularly since the early grades.

NON-IMMERSION : In the case of CMMS, the group that is taught only one hour a day of the second language.

TARGET LANGUAGE : General reference to the second language. Also reference to the teaching of the second language as such and as opposed to the teaching of the second language through immersion subjects.

INFUSION : The contribution to the learning of the language and its culture in subjects other than target language or immersion.

EXCHANGE CITY : A replica of a normal town in which shops, city offices, and other services are managed by the students with actual production of goods, earning of wages, and spending of money.

INPUT : The provision of language in its different forms with the purpose of teaching or learning it.

LANGUAGE SKILLS : Generally considered to be Listening/Comprehension, Speaking, Reading, and Writing. Culture --or, Culture Appropriateness, more precisely-- has been added as the fifth skill in learning a language.

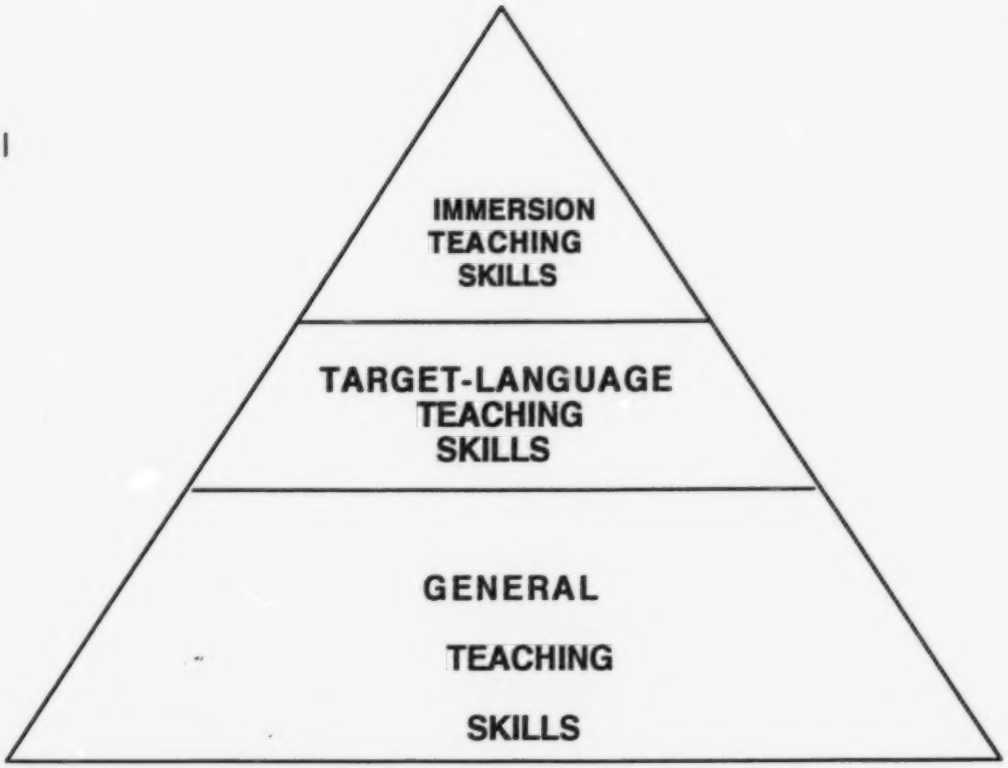
CONTENT : Refers to what is normally taught in disciplines other than the language. For instance, mathematics, science, etc.

CENTRAL MIDDLE MAGNET SCHOOL

FOREIGN LANGUAGE PROGRAM

STRAND	LANGUAGE	SUBJECT	GRADE
IMMERSION	FRENCH	MATH	6, 7, 8
		SCIENCE	6, 7, 8
		SOC. STUDIES	6, 7, 8
		FRENCH	6, 7, 8
	GERMAN	MATH	6, 7, 8
		SCIENCE	6, 7, 8
		SOC. STUDIES	6, 7, 8
		GERMAN	6, 7, 8
	SPANISH	MATH	6, 7, 8
		SCIENCE	6, 7, 8
		SOC. STUDIES	6, 7, 8
		SPANISH	6, 7, 8
N-IMMERSION	FRENCH	FRENCH	6, 7, 8
	GERMAN	GERMAN	6, 7, 8
	SPANISH	SPANISH	6, 7, 8

Exhibit 02 - Trimino/Ferguson - ALL/93 - KCMO



THE IMMERSION METHODOLOGY SKILL PYRAMID

Trimino/Ferguson - ALL/93 - KCMO

CHARACTERISTICS OF EFFECTIVE FOREIGN LANGUAGE INSTRUCTION GUIDELINES

National Association of District Supervisors of Foreign Languages (NADSFL)
(Adapted from a Nov./91 KCMO School District Foreign Language Office publication)

NADSFL has identified the following characteristics of effective foreign language instruction. These guidelines provide a basis for common understanding and communication among evaluators, observers, and practitioners in foreign language classrooms.

01. The teacher uses the target language extensively, encouraging the students to do so.

02. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that stimulate real-life situations.

03. Skill-getting activities enable the student to participate successfully in skill-using activities. Skill-using activities predominate.

04. Time devoted to listening, speaking, reading, and writing is appropriate to course objectives and to the language skills of students. (Listening, speaking, and authentic non-print materials are emphasized, but to a lesser degree, in Latin and Greek language classrooms).

05. Culture is systematically incorporated into instruction.

06. The teacher uses a variety of student groupings.

07. Most activities are student-centered.

08. The teacher uses explicit error correction in activities which focus on accuracy, and implicit or no error correction in activities which focus on communication.

09. Assessment, both formal and informal, reflects the way students are taught.

10. Student tasks and teacher questions reflect a range of thinking skills.

11. Student instruction addresses student learning styles.

12. Students are explicitly taught foreign language learning strategies and are encouraged to assess their own progress.

13. The teacher enables all students to be successful.

14. The teacher establishes an affective climate in which students feel comfortable taking risks.

15. Students are enabled to develop positive attitudes towards cultural diversity.

16. The Physical environment reflects the target language and culture.

17. The teacher uses the textbook as a tool, not as curriculum.

18. The teacher uses a variety of print and non-print materials, including authentic materials

19. Technology, as available, is used to facilitate teaching and learning.

20. The teacher engages in continued professional development in the areas of language skills, cultural knowledge, and current methodology

Exhibit 04 - Trimino/Ferguson - ALL/93 - KCMO

Document #2
Talk

WHAT WORKS IN IMMERSION?

Andy Trimino, Ed.D. 1987-1993 Foreign Language Program Administrator at Central Middle Magnet School, Kansas City, Missouri. Director of Program Development at International Linguistics Corporation

Nancy Ferguson, M.A. Curriculum Coordinator at Central Middle Magnet School, Kansas City, Missouri

THE ADVOCATES FOR LANGUAGE LEARNING ANNUAL CONFERENCE

KANSAS CITY, MISSOURI

CONFERENCE SESSION

1. BACKGROUND INFORMATION : THE KCMO MIDDLE SCHOOL IMMERSION PROGRAM

The court-mandated desegregation effort of the middle 80's in the school district of Kansas City, Missouri provided the basis for the development of a magnet program of a size and scope difficult to match in our country. A very important part of that program was the establishment of a Foreign Language component that included elementary, middle, and high schools. The Central Middle Magnet school was given the task of developing a multi-strand program that would offer *Late Immersion* in its initial years and *Continuation Immersion* thereafter in mathematics, science, and social studies, and a *Non- Immersion* component. Work toward the preparation of this program was accomplished during the 1987-88 school year, and it opened its doors to 250 children for the school year of 1988-89 out a seating capacity of 320.

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The Central Middle Magnet School Foreign Language Program houses *three languages* , namely French, German, and Spanish, and *three grades* , i.e. sixth, seventh, and eighth. The challenges of the program include not only the organizational structure for the various strands and language levels, but also the recruitment of both students and teachers for such a variety of offerings, and the actual scheduling of classes with such a limited number of students.

One of the most important considerations for the CMMS program has been the Immersion methodology. Coupled with it, planning of the immersion strand and its relationship with the non-immersion component of the program has been considered of capital importance for the overall success of the program. Three teaching dimensions have thus emerged that have shaped the curricular and methodological thinking: *Immersion, Target Language, and Infusion.* Immersion Teaching --or, simply Immersion-- refers to the teaching of a discipline in the second language. Target Language refers to the teaching of French, German, or Spanish as such. Infusion refers to the ancillary, yet very important contribution that teachers of non-immersion disciplines make to the general thrust of the program by strengthening historical, geographical, and cultural elements pertaining to the three second languages.

In addition to the curricular elements of the program, *para -curricular* events have also been an integral and important part of the program. These include activities such as Exchange City (a reduced-model reproduction of the functioning of a regular town) in the second languages; the Language Olympics (conducted in the second languages

for their most part); fairs and similar activities where the second language is the vehicle of communication; and the carefully planned and conducted in-town and out-of-town field trips.

Finally, a suitable *atmosphere* has been created around the school site inasmuch as the sharing of the building with another theme has permitted it. Posters, modeling of language use by adults, decorations, and cultural events all aimed at strengthening both language and culture have been a part of the program since its inception. Immersion, Target Language Teaching, Infusion, and the efforts in para-curricular and overall atmosphere activity all work in a coordinated way to provide the students with high amounts of language and cultural *input*.. Our workshop today focuses on one aspect of the overall program, namely Immersion. In particular, we would like to concentrate on answering the question: <u>What works in Immersion?</u>

II. WHAT WORKS IN IMMERSION?

In trying to answer the question "What Works in Immersion" from our experience at Central Middle Magnet, *three sources* were consulted and their results combined to ascertain trends in the teacher's methodology and the teacher's choice of specific topics for a lesson:

1) Oral and written teacher reports on different aspects of the activity that takes place in the classroom;

2) cumulative supervisory and non-supervisory observations of immersion classes;

3) videotapes of immersion classes.

This presentation intends to illustrate some of the trends that have been detected in the Central Middle Immersion teachers' experience in the classroom in teaching mathematics, science, or social studies in French, German, or Spanish, and to give some additional comments on Immersion methodology based on other sources. We will also add the results of an analysis of selected video tapes on Immersion teaching at Central Middle, done by a group of colleagues who participated in a pre-conference workshop.

Relatively little has been written on teaching methodology in Immersion. On the other hand, perhaps the simplest, yet the most important element in immersion teaching is the same as any good teaching. We could, thus, say that *"all rules apply"*. Whether we talk about principles of unit and lesson planning, motivating the student, fostering retention, or student evaluation, plain good teaching is the most important element in immersion teaching as well. Nevertheless, good teaching may not be enough to succeed in second language Immersion education --or in language teaching in general, for that matter. Practice should also take *elements from second language teaching* and use these two sources of pedagogical information --general good teaching and techniques that are specific to language acquisition teaching-- in conjunction with very *specific skills developed for the teaching of content in a second language*. The latter are the object of our inquiry today --indeed one that aspires to just begin a more in-depth quest. An example of methodological suggestions for

effective second language teaching is available from the National Association of District Supervisors of Foreign Languages (see Appendix 1).

Specific discussions about Immersion methodology can be found mostly in articles and direct information events such as this workshop. By way of example, "Le Journal de l'Immersion", published in Canada, is a periodical that brings experience and research-based pedagogical commentary. The following are some suggestions taken from Roger Lalonde in the November/87 issue:

01. Practice interactive and experiential teaching, which is vastly more effective than a delivery based on "enseignement magistral" (i.e. lecture). (Page 7)

02. Give particular attention to the following general principals of second language teaching:

- Input, i.e. using as frequent and rich as possible a transaction of meaning

- Interaction, i.e. giving the student as frequent an opportunity as possible for communication

- Integration, i.e. coming together of both the element of the "second language language arts", and of the different disciplines of the curriculum

03. Recognize and follow the the path of development of the language skills –i.e. listening, speaking, reading, and writing (plus culture)

04. Possess and apply a clear understanding of the correct methodology for error correction such as the avoidance of an "all-out" correction strategy (one that seeks to correct errors whenever they appear, regardless of type and circumstances)

05. Use a judicious introduction of grammar in the program --one that responds to the needs of the particular students it is intended to help

06. Use of higher-order thinking questions and exercises in much the same way as in any other discipline but keeping in mind the level of language development of the student

From other sources --in the form of notes taken "here and there"-- the following are comments that seem to apply to any immersion situation:

01. Communication (understood as exchange of information/meaning) motivates all language use and therefore acquisition

02. Natural use of real language

03. Language is a tool of instruction as well as the object of instruction

04. Subject content is taught in the second language

05. The sequence of grammar instruction follows the developmental sequence of the elementary school language arts curriculum, or may be dictated by communication needs

06. In the early stages of acquisition of the language error correction is minimal and focuses on errors of meaning --not error in form. Later on, corrections will acquire a more formal structure

07. Use of the native language is kept clearly separated from the second language

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11. Second language atmosphere permeates classroom and school

12. The creation of an non-threatening atmosphere in order to foster student participation in spite of shortcomings in language acquisition is paramount to an Immersion program

From an analysis of six years of Immersion education at Central Middle Magnet School done by the presenters, the following are some trends that seem to have emerged from successful Immersion teaching:

01. Teachers make good use of contextual clues: i.e. gestures, facial expressions, body language, manipulatives, visuals, props, realia

02. Teachers provide hands-on experience whenever possible. In the absence of real hands-on possibilities, TPR is successfully used

03. Teachers use linguistic modifications whenever necessary (yet, a rich input atmosphere is kept intact):

. Controlled standardized vocabulary

. Controlled sentence length and complexity

. Clear enunciation

. Restatements/expansions/repetitions (in same, or different ways)

04. Teachers accelerate student communication by using functional chunks of language in their teaching

05. Teachers constantly monitor student comprehension

06. Teachers make general language skills --including reading-- important. Yet, their focus continues to be the discipline at hand

07. Teachers draw some classroom techniques from elementary school methodology

08. Teachers follow general methodology of good second language instruction

09. Teachers communicate and plan together with second language teachers, other Immersion teachers, and Infusion colleagues in an interdisciplinary way

10. Teachers refrain from using the student's first language to explain difficult concepts or to drive other specific points across

11. Teachers use a combination of oral teaching in the second language and various degrees of study --review, homework, classroom exercises-- in either the second or the first languages seems to be highly effective in overcoming language acquisition difficulties

12. Teachers plan classroom exercises in the second language that:

a) concentrate on specific concepts;

b) keep the language simple and, especially, consistent with vocabulary and expressions used orally by the teacher;

c) are accompanied by drawings and other illustrations that help in concept clarification

13. Teachers pay close attention to the specific levels of second language development in order to adapt oral and written language to those levels

14. Teachers demonstrate confidence in the student's capability and diminish the importance of apparent lack of second language ability whenever enough previous language exposure can be documented. This confidence is communicated to the student --seldom in words and often in actions

15. Teachers prefer homogeneous groups --i.e. groups that have had roughly the same amount of language exposure-- as they seem to be more likely to succeed. Yet, teachers accept that differences of less than 1,000 (and, particularly, less than 500) hours of language exposure are quite possible to overcome with some individual attention to the slower students

16. Teachers know and apply general rules of good teaching, including, in particular, unit and lesson planning that is specific to Immersion, group control techniques, effective lesson delivery, and high levels of motivation

Finally, the comments and suggestions offered by our colleagues who participated in this conference's workshop of the same name can be found in Appendix 2.

CLOSING COMMENTS

This presentation has focused on WHAT SEEMS TO WORK IN SECOND LANGUAGE IMMERSION EDUCATION. The basis for our discussion was what has been recognized by staff and administration at the Central Middle Magnet school of Kansas City, Missouri, as GOOD IMMERSION TEACHING. The conclusions arrived at by the presenters are acknowledged as POINTERS IN THE DIRECTIONS OF FINDING

MORE ABOUT IMMERSION EDUCATION METHODOLOGY. An application of these comments to teacher training will be suggested at the presentation on Negotiation of Meaning in Second Language Acquisition.

Thank you for your participation!